

**COVER SHEET FOR
ELA/ELD STANDARDS CORRELATION MATRIX FOR
SUPPLEMENTAL ELD MATERIALS
(SB 1113 – BUDGET ACT 2004-05)**

SB 1113 requires that “the department shall develop a correlation matrix that shall be used to determine if the instructional materials correlate to the standards adopted by the State Board of Education. The contents of the matrix will be divided into the English language development levels of proficiency, and indicate how the English language development standards will be used to provide a path to obtaining grade level skills in reading, writing, and speaking.”

Publisher:

Hampton-Brown

Program Title:

Picture Perfect Word Book and Dictionaries (Pack 10.1 – ISBN 07362-27199)

Grade Level(s):

1-5

Program Description:

Accelerate acquisition of basic and academic vocabulary with these dictionaries that grow with your students.

Abbreviation code: (Please indicate the code you will use in the publishers citations, e.g. TE = teachers’ edition, WB = workbook, etc.)

TG = Picture Perfect Dictionary 1 Teacher’s Guide and Activity Card Pack
PE = Picture Dictionary 1

On this page, please list the components of the instructional materials addressed on the attached matrix, including the ISBN number for each component. A separate International Standard Book Number (ISBN) facilitates the identification of each program or separate component satisfying the ISBN evaluation criteria. For information regarding assignment and use of ISBNs, contact:

U.S. ISBN Agency
630 Central Avenue
New Providence, NJ 07974
Tel: 877-310-7333
Fax: 908-219-0188
isbn-san@bowker.com

Programs or separate program components that do not meet ISBN evaluation criteria and/or have not been assigned ISBNs should be identified by some other unique number/letter combination. Publishers are asked to limit this identifier to no more than 13 characters.

<u>COMPONENT TITLE</u>	<u>ISBN NUMBER</u>
Picture Perfect Dictionary 1 Teacher's Guide and Activity Card Pack	07362-01823
Picture Dictionary 1	07362-01815

Publisher: Hampton-Brown		Program Title: Picture Perfect Dictionary 1 (Pack 10.1 – ISBN 07362-27199)	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
X	Beginning (B)	X	Early Advanced (EA)
X	Early Intermediate (EI)	X	Advanced (A)
X	Intermediate (I)		

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)

Grades 3-5					ELD Listening and Speaking Standards		ELA Standards						
Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Grade 3		Primary Citation	Supporting Citation
										<input type="checkbox"/> <i>Communications</i> 1.10 Compare ideas and points of view expressed in broadcast and print media. <input type="checkbox"/> 1.11 Distinguish between the speaker's opinions and verifiable facts. <input type="checkbox"/> 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of	PE p. 71; p. 77; p. 100.		

*English Language Arts Content Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted December 1997).
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ELD Listening and Speaking Standards					Grade 3			
Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced				
						<input type="checkbox"/> standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: <ul style="list-style-type: none"> 2.1 Make brief narrative presentations: <ul style="list-style-type: none"> a. Provide a context for an incident that is the subject of the presentation b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, 		

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Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced				
					<input type="checkbox"/> setting, and plot. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. <input type="checkbox"/> 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences. <u>Written and Oral English Language Conventions</u> The standards for written and oral English language conventions have been placed between those for			

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										<p>writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><input type="checkbox"/> 1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p><input type="checkbox"/> 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing</p>		

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Beginning	Early_Intermediate	Intermediate	Early Advanced	Advanced				
					<input type="checkbox"/> and speaking. <i>Grammar</i> <input type="checkbox"/> 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. <input type="checkbox"/> 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. <input type="checkbox"/> 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. <i>Punctuation</i> <input type="checkbox"/> 1.5 Punctuate dates, city and state, and titles of books correctly.			

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					<input type="checkbox"/> 1.6 Use commas in dates, locations, and addresses and for items in a series. <i>Capitalization</i> <input type="checkbox"/> 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. <i>Spelling</i> <input type="checkbox"/> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). <input type="checkbox"/> 1.9 Arrange words in			

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